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ABSTRACT

This 140-item annotated bibliography of journal articles from 1959 to 1979 deals with the history of children's literature in the United States and the early influence of Great Britain on America's children's literature. A historical essay on the publishing trends in children's literature in the twentieth century precedes the annotated bibliography. The essay demonstrates that the society of the United States is reflected in its literature for children. (RS)

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A BIBLIOGRAPHICAL ESSAY ON THE HISTORY OF
CHILDREN'S LITERATURE WITH AN ANNOTATED
BIBLIOGRAPHY OF SERIALS PUBLISHED IN THE
UNITED STATES, 1959-1979

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A Research Paper Presented
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Master of Arts

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University of Missouri - Columbia
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A BIBLIOGRAPHICAL ESSAY ON THE HISTORY OF
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UNITED STATES, 1959-1979

This paper shows that the society of the United States is reflected in its literature for children. It consists of an essay and an annotated bibliography based on material from Ellis Library.

The essay is a historical study on the publishing trends in children's literature during the twentieth century. It attempts to match historical events with published children's books.

The annotations are from journals and magazine articles found in indexes and bibliographies.

The citations deal with serial articles published in the United States between 1959 and 1979 on the history of children's literature in the United States and the early influence of Great Britian on America's childrens literature.

Introduction

The purpose of this paper is to show that society is reflected in its literature for children. It is divided into an annotated bibliography and a historical essay. The annotated bibliography deals with serial articles published between 1959 and 1979 on the history of children's literature in the United States and the early influences of Great Britain on America's children's literature. The essay will explore the publishing trends of the twentieth century in children's literature and will show that the history of the United States is reflected in its literature for children.

Problem

In the last thirty years children's literature has faced keen competition from the media. It must retain its place in society by offering quality material of interest to the children of today in order to successfully compete with other forms of entertainment.

The publishing and acquisition of children's literature has become a major concern in this country in the last eighty years as adults have seen that children need materials for their own enhancement of their world as they grow. Even though the field has expanded, we must continue to look at the beginnings of children's literature to see where and when the evolution of today's trends

occurred.

Survey of the Literature

There are research papers in Library Science at the University of Missouri-Columbia which have dealt with different types of children's books and with the historical collection of children's books at Ellis Library. This study will deal with the history of children's literature and the publishing trends in children's literature in the twentieth century, as it is influenced by the history of the United States.

A Critical History of Children's Literature edited by Cornelia Meigs will be used as a basic text for this area along with Dora Smith's Fifty Years of Children's Books and other material.

A bibliography on publishing children's books by Gottlieb and a bibliography by Leif on children's literature led to other sources in serials and books. The bibliography from the Library of Congress was also helpful.

For the American history section, the text by Morrison, Commager and Leuchtenburg is being used.

The annotated bibliography was completed through the use of serial indexes and bibliographies in the areas of Library Science, Social Science, Humanities and Education. The entries were read and annotated, if they related to the stated problem. The heading, Children's Literature--History and criticism, was searched.

The essay is a historical study on publishing trends

in children's literature. The card catalog, indexes and bibliographies were searched for the material used.

The essay will mention authors and their works very briefly; there is not enough time or space to permit otherwise.

Historical Background

As a new century came into being, the old century still influenced much of what would occur during the first decade of the twentieth century. The country had become a "melting pot" of new immigrants. It was beginning to lose its labor forces to the city. New inventions started to spring forth from fertile minds like Olds, Ford, the Wright Brothers and Edison. The car would challenge the railroad as the primary mode of transportation and change the American lifestyle. Women became workers as the males started to lose their long domination over society. Sports became a spectator event. The Carnegies, Astors and Vanderbilts showed their wealth. People were introduced to the new forms of entertainment, movies and vaudeville.

However, the books for children continued their trends from the late nineteenth century. The idea was to teach children through having them read books of the day. This "didacticism" manifested itself through the various historical, realistic, rags-to-riches stories. The dime novels were very much in evidence, such as the character Frank Meriwether, and the author, Horatio Alger. The "melting pot" and the Irish literary renaissance helped to stimulate interest in folk and fairy tales of the new arrivals and their countries.

The authors also tried to teach the "new" people about the heritage of America and tried to show a need for common understanding. The period stories of children in other lands helped the "old" children to understand the past. The country was still very much regionalized and books with children's local experiences were published to show how others lived. The publishers brought out information series about the world but these books were considered poor.

Fairy and folk tales came from an ever widening circle of America, Europe, Scandinavia and Asia. Kate Douglas Wiggin and Nora Archibald Smith edited the Library of Fairy Literature(1906-1911). Ellen Babbitt did the Jakate Tales(1912). There are, of course, many others. Realism would come forth from the pen of Eliza O. White in A Borrowed Sister in 1906, with Laura Richards and Kate D. Wiggins vividly portraying family experiences. Mary MacGregor's The Story of Greece(1913) provides an example of historical works.

The decade of the teens brought an end to nineteenth century civilization with the Great War of 1914-1918. Didacticism also ended with a new emphasis on the child as an individual with new methods of teaching, new methods of learning and new schools. There was a marked increase in publishing of children's books. The immigrants continued to arrive. Society became interested in the working woman and suffrage for women. The country was starting to change. Industrialization and unions affected the economic situation.

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Many of the authors of 1900-1909 continued to write in the 1910s. The war brought an interest in other countries and people. Lucy F. Perkins, The Furitan Twins, is one of these authors. The authors, George B. Grinnell (Wolf Hunter), Dillon Wallace (The Lure of the Labrador Wild), James W. Schultz (Sinopah the Indian Boy), wrote about the Westward movement as adventure stories. Laura Richards wrote about Abigail Adams and Elizabeth Fry. Eva M. Tappan took English figures, In the Days of Queen Elizabeth, while Helen Nicolay, The Boy's Life of Abraham Lincoln, wrote about American people.

The war ended in 1918 and a new age in children's books was about to begin. The Golden Age of Children's Literature began in 1920.

The country entered the post-war era with a changing society. There was a techno-artistic revolution, prohibition and a presidential scandal. This era was one of change and has been compared to the 1970's.

In 1920 the first school library standards appeared with elementary school standards following five years later. Frederic Melcher established the Newbery Medal with the American Library Association in 1922.

With the influx of new publishing and the publishers accepting the worth of children's books, various children's departments were set up to handle that area. Children's Book Week was established in 1919. The 1920's also brought children's book criticism to a high art.

The end of the war also brought a new influx of

authors and artists to the United States. These immigrants brought stories from overseas and the Americas to be published as folklore. The war made people in the United States interested in people in other lands, times, and cultures. Since the war was an adventure in itself, books were written about it. It also affected history and geography.

Lindbergh's flight in 1927 touched off an interest in aviation, and the airplane brought the world closer. Commander Byrd's Skyward told of his flights with Sky High by Hodgins and Magown as an aviation history.

New books appeared that were about everyday experiences for preschoolers. Lucy S. Mitchell was an author of this type of material.

Picture books that had been arriving from Europe started to be printed in America with offset printing.

The folk and fairy tales were still popular. The Forge in the Forest by Padraic Colum and Tales from Grimm told by Wanda Gag are examples of the tales from the Old and New Worlds.

Historical fiction came from the pens of Caroline D. Snedeker and Eric Kelly for European literature with Elsie Singmaster and Rachel Field writing for American period fiction. Realistic fiction came from Grace Moon's Chi Wee and Will James's Smoky. Evelyn and C. Kay Scott and Dorothy Lower brought realistic stories of children in other lands.

1929 brought an economic crash and the Great

Depression for the nation and the world which influenced the writings of the next decade.

The 1930's were known for the Depression, Presidents Roosevelt and Hoover, a crime wave, the Lindbergh kidnap case, radio, the beginning of World War II in Asia and Europe, isolationism, and scientific and technical breakthroughs.

The new inventions and discoveries brought books more on the child's level to explain these inventions. The Earth for Sam by Maxwell Reed is an example. The end of World War I and the rapid development of transportation brought a closing in of the world and corresponding books about different peoples in the world and our own country.

More children were going through the schools because of the improved child labor laws and compulsory education up to age 16. The 20th century phenomena of "adolescence" was discovered. A trend for young adult books and libraries began that is continuing.

Elementary school libraries were established and there was an increase in the use of trade books in teaching children during the 1930's.

Biographies of famous people were developed by the publishers as the series were "written-to-order". Elizabeth Gray's Penn and Cornelia Meig's Invincible Laura were some biographies written as literature.

Frederic Melcher continued to strive for excellence in children's literature by establishing the Caldecott Medal in 1937 for the picture book.

The folklorists continued to bring stories from around the world and from this country to be written and published for children.

In the late 1930's the historical fiction of Florence C. Means, Laura I. Wilders, Rachel Field, and Marjorie H. Allee brilliantly showed the diversity of America and its past.

Margery Bianco, Evelyn Scott, and Arna Bontemps showed realism in their stories for young people. Kate Seredy and Arthur Ransome wrote about other countries.

The 1940's brought a war to the United States with its accompanying changes in the lifestyle. The publishers and writers turned toward more works about the United States, past and present. The economic situation brought about shortages, increased costs and titles were allowed to go out of print.

The war affected all areas of children's books. A rush of informational books were finally written in a factual tone at the child's own level about the new technical and scientific discoveries and intercultural and intergroup relations.

The problem of China brought forth some books about China before and during Communism. Some of these books were about Chennault and the Flying Tigers, Sun Yat-sen, Chiang Kai-shek, and Mao Tse-tung.

With the growth of technology, science fiction also started to be written for children. Some of these authors are Robert Heinlein and Isaac Asimov as Paul French.

Folklore was still being gathered from the near and far corners of the world. Lim Sian-Tek gathered Chinese tales published as the Folk Tales from China while Alice Marriott wrote Winter-Tellin Stories from the Kiowas tribes from the United States plains.

The war affected foreign travel so the authors turned within the country. Doris Gates wrote Blue Willow and Eleanor Estes authored The Hundred Dresses about life in the United States. Johnny Tremain and The Matchlock Gun showed a new interest in American history. The war made stories with the war background interesting. Biographies and series books continued. The war ended in 1945 and publishing again became widespread.

1950 brought a new decade and another war or "police action" in Korea. The publishing industry was still affected by World War II and Korea for biographical and historical series.

America changed and became a mobile society that still affects current society. Science and technology information grew by leaps and bounds, Sputnik was launched into orbit and the Space Age began. With the Space Age there was a massive injection of federal funds into education. Schools used the money to purchase many new materials. The publishers saw the funds as a way to increase publication.

In the early 1950's, the police action in Korea brought the United Nations and the nations involved in the action to the public's notice and this was reflected

in books. The Supreme Court declared that integration was to be started in the schools and the minorities struggled for civil rights.

The competition, television, started to become another source of information for people. The children watched the T.V. and did not read as much.

New teaching methods were developed and education became aware of easy-to-read and controlled vocabulary books. Dr. Suess's Cat in the Hat appeared and was followed by a rash of other beginning readers.

A major social revolution took place during the 1960's. The television became a major influence on society for information and entertainment. It brought the Vietnam War, the protests and the social changes into the living room at the dinner hour.

The problem novel became a major part of young adult and children's literature. Most of the taboos in society were put into print. Mr. and Mrs. Bo Jo Jones by Head dealt with teenage pregnancy. This type of material had not been published before the 1960's.

During the 1960's, the information explosion continued. It was noted that information would double every ten years. Material, good and bad, was printed on nearly every conceivable subject.

Rock music arrived and influenced the world in all major aspects of life, especially for the young. The Beatles were the major influence on rock music.

Paperbacks had existed since the early 1900's but

children's books were just beginning to be printed in that format.

The 1970's brought the end of the Vietnam War and another presidential scandal but the publishing trends of the sixties continued. There was interest in pollution, ecology, population, energy and other problems. The Day They Parachuted Cats on Borneo by Pomerantz deals with ecology while Olsen's Smoke has air pollution as its subject.

During the Vietnam War the country was not interested in war, government, or authority. The war adventure novels had disappeared under a lack of interest.

The minorities continued their fight for civil rights. Ezra Jack Keats, Ruth Sonneborn, John Steptoe and Virginia Hamilton are some of the authors who write about minority children who are a part of society.

Children were interested in contemporary settings, parapsychology and science fiction/fantasy. Ursula Le Guin, Alan Garner, John Christopher and Sylvia Engdahl wrote science fiction/fantasy. Beverly Cleary, Marilyn Sachs, Judy Blume, Louise Fitzhugh among many others wrote of contemporary sciences.

The graphics of publishing improved for the picture books and the number of paperback printing increased.

A late development of governmental support for special education made publishers produce more material geared for this area.

Summary

The historical events of the United States is reflected in its literature of children. The beginning of the twentieth century brought many new immigrants and new folk and fairy tales. The 1910's brought the influence of World War I and new countries into the literature of children. The Golden Age of Children's Literature started in 1920. The interest in other countries continued in the 1920's. The Lindbergh flight helped the children develop an interest in books written about aviation. 1929 brought the Great Depression that overshadowed much of the 1930's which curtailed publishing many new books during this era. This period was depicted by the realism stories of the times. The end of World War I and the development of transportation brought the world closer through books. Many new inventions and discoveries were written about on a child's level. The advent of the Second World War influenced the publishing of books in the 1940's like World War I did in the 1910's and 1920's. Since foreign travel became hazardous more material about the United States was published.

The 1950's brought the Korean War which affected publishing like the previous wars. The Space Age, with the Sputnik voyage, developed an interest in space and space age books.

A social revolution in the 1960's and 1970's in the

United States brought realistic novels to reflect the current society to the child.

The social-economic trends are reflected in children's literature.

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3. Egoff, Sheila, "Beyond the Garden Wall: Some Observations on Current Trends in Children's Literature." Top of the News 35 (Spring 1979): 257-271.
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 volumes from the collections of Charles Nichols,
 d'Alte Welch, and Benjamin Tighe.
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 A memoir of living with E. Nesbit between
 1915-1921. Nesbit gave generously of her time to
 children. The Fabian Society did not congregate
 very much during World War I.
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 Aldous Huxley, James Joyce, Arthur Miller,
 William Faulkner and E. E. Cummings have written
 children's books. Others are C. S. Lewis, Robert
 Graves, Graham Greene, John Masefield and others
 from different nations. A short discussion on:
Huxley-The Crows of Pearlblossom, Joyce-The Cat
and the Devil, Miller-Jane's Blanket, Cummings-
Fairy Tales, and Faulkner-The Wishing Tree.
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 715-721.
 A quick retelling of Puss in Boots. The
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 Perrault.

Ashley, L. F. "Curious Company: Some Juvenile Heroes, 1840-1940 Plus." Elementary English 47 (March 1970):356-360.

Between 1840-1940 most of the children's literature were in series. Books dealt with blood and gore or perpetually young people. Harry Whanton was a student for 32 years.

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A short history of American children's literature. The period 1646-1876 is covered. American children's literature has been defined.

Bader, Barbara. "Notable Booklists." Wilson Library Bulletin 46 (March 1972):589+.

The first booklist was by John F. Sargent in 1890 for the American Library Association. The list for Tappan is also covered.

Bator, Robert. "Out of the Ordinary Road: John Locke and English Juvenile Fiction in Eighteenth Century." Children's Literature 1 (1972):46-53.

John Locke gave an impetus to publishing for children. He influenced education, pre-Newbery authors and John Newbery. Rossean became influential after Locke. Locke asked for books out of the ordinary road for children. The 18th century child had the same type of literature as the modern child.

Billman, Carol. "McGuffey's Readers and Alger's Fiction: the Gospel of Virtue According to Popular Children's Literature." Journals of Popular Culture 11 (Winter 1977):614-619.

McGuffey and Alger are didactic. The two writers are idealistic and nostalgic.

Birchfield, J. D. "Banned in Dublin: The Parson's Horn-Book." Journal of Library History 10 (July 1975): 231-240.

How Dr. John Mackay Shaw traced the origin of The Parson's Horn-Book. A history of the Comet Literary and Patriotic Club.

Bishop, C. H. "Behind Jules Verne (Hetzal, his Publisher)." Commonweal, November 11, 1970, pp. 169-171.

A short biography of Hetzel and his ventures in publishing for children. He is known for persuading adult authors to write for children and the establishment of a magazine for children.

Blake, Kathleen. "The Sea-Dream: Peter Pan and Treasure Island." Children's Literature 6 (1977):165-181.

Peter Pan is the opposite of Treasure Island. Treasure Island is the fulfillment of daydreams of going to sea and finding treasure and adventure. Peter Pan is the dream's death blow and is the antithesis of Stevenson's ideas. An analysis of both books.

Bradford, P. "Reading Material of the Past." School and Community, October 1959, pp. 20+.

The Chatterbox was a series of books published in the 1870's and 1880's for children. The Youth's Companion was a widely read periodical of that period.

Brockman, Bennett A. "Medieval Songs of Innocence and Experience: The Adult Writer and Literature for Children." Children's Literature 2 (1973):40-49.

Medieval literature is very didactic and very strong in Christian beliefs and myths. The works of von Eschenback, Chaucer and some poems are examined in light of a combined children's and adult literature of the period. Children should be introduced to our greatest literature at an early age.

Brotman, Jordan. "A Late Wanderer in Oz." Chicago Review, no. 2 (1965), pp. 63-73.

A biography of L. Frank Baum. The reason of the appeal of Oz to the people. The philosophy of the Oz stories.

Burns, Lee. "Red Riding Hood." Children's Literature 1 (1972):30-36.

Red Riding Hood is an enduring folk tale with the projected fears of invasion of the home, of becoming subject to the will or power of another, and of deception. The old French tale, Story of Grandmother, is the basis for the Perrault and Grimm versions. Perrault portrays the child as an erotic innocent while Grimm's tale shows her as erotically cruel. The story has the fear of sexual power. The better modern versions of the story are by de la Mare and Sexton.

Butler, Francelia. "Between 1776 and 1976: The World of Children in an American Commune of the 1890's." Children's Literature 6 (1977):61-76.

A commune is established in the 1890's in Tennessee. This commune establishes a newspaper that has a children's column. The column is on the child's level and talks with then through a Socialist view. The child's life in the commune is viewed.

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Children and adults shared the literature and understanding about death up to the end of the seventeenth century. Folk literature and fantasies give the best approach. Examples of death are given by different authors.

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A synopsis of the King of the Golden River is given. Ruskin becomes a social critic and influenced the establishment of "Ruskin" settlements in the United States. A short history of the settlement in Kentucky.

Cambon, Glauco. "Pinocchio and the Problem of Children's Literature." Children's Literature 2 (1973):50-60.

An examination of Pinocchio and how it falls into children's literature. Children's and adult literature have common points of interest. Collodi's interest in living folklore is evident through his writings.

Caufield, Helen. "Peter Parley." Horn Book 46 (April 1970): 135-141.

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_____. Horn Book 46 (August 1970):412-418.

Samuel Griswold Goodrich, Peter Parley, wrote 170 volumes from 1827 to 1850. His books were the fastest selling juvenile in America. A biography in three parts. He helped to eliminate the British background in books for American children.

Collier, Zena. "John Newbery: Publisher with a Radical Idea." Publisher's Weekly. July 18, 1977, pp. 81-82.

A biography of John Newbery. He had published 50 children's books. Little Pretty Pocket-Book was published in 1744.

Coard, Robert L. "Tom Sawyer, Sturdy Centenarian." Mid-west Quarterly 17 (July 1976):329-349.

Evidence of how Tom Sawyer was absorbed into American life. Tom Sawyer is compared to other books and shows it will still be around in 2076.

Crandall, John C. "Patriotism and Humanitarian Reform in Children's Literature, 1825-1860." American Quarterly 21 (Spring 1969):3-22.

Between 1825 and 1860 juvenile literature was didactic and middle-class 19th century. The books dealt with patriotism and humanitarianism except where slavery prevailed.

Cutt, Margaret N. "In Their Own Time-Footnotes to Social History." Horn Book 49 (December 1973):617-623.

About tract fiction. Many tales are superficial but the best are tied to the great issues of the day. The History of Little Henry and His Bearer by Mrs. Sherwood is one of the earlier tracts. Charlotte Maria Tucker is a well known tract writer.

Darling, Richard L. "Book Reviews Ninety Years Ago." Library Journal 86 (May 1961):1942-1944.

A discussion of criticism and book reviewing with an analysis of the periodicals studied. Findings based on research for dissertation.

"Censorship-An Old Story." Elementary English 51 (May 1974):691-696.

There is well documented attempts to censor children's literature in the 19th century but little before that. The author comments on other major groups in the 19th and 20th centuries.

De Saint-Rat, Catherine. "In Search of the Author of The Adventures of Congo. The Papers of the Bibliographical Society of America 72 (July-September 1978):353-357.

The story of Congo. There was some question as to who the author was, but it was decided that Eliza Rotch Farrar wrote it.

Edwards, Vincent. "Little Pretty Pocket Book." PTA Magazine 57 (April 1963):17.

A biography of John Newbery. How the Newbery Medal was established. The article was written for the National Library Week in 1963.

Egoff, Sheila. "Beyond the Garden Wall: Some Observations of Current Trends in Children's Literature." Top of the News 35 (Spring 1979):257-271.

There is a new didacticism. Trends from the early 1900's to 1979. The current issues in the genres of the problem novel, realistic fiction, historical fiction, science fiction, picture books, and fantasy. Children's literature is moving too closely to the adult world. This is because a loss of quality reading versus pastime reading, a lack of books for the 9-11 year old and literature is lacking child-like qualities.

Erisma, F. "Transcendentalism for American Youth: the Children's Book of Kate Douglas Wiggin." New England Quarterly 41 (June 1968):238-247.

The writings of Wiggins are influenced by Frederick Froebel. Mrs. Wiggins had a slanted and unrealistic view of America, which she passed on to children.

Fenwick, Sarah Innis. "Which Will Fade, Which Endure?" Wilson Library Bulletin 47 (October 1972):179-185.

The period of 1865-1945 marked the development of children's literature in this country. Hans Bunker, Little Women, Story of a Bad Boy and The Peterkin Papers were published between 1865-1876 and marked the beginning of the modern period of children's literature. Other books are examined.

Filstrup, Jane Merrill. "Individuation in La Chatte Blanche." Children's Literature 6 (1977):77-82.

Mme. la Comtesse d'Aubroy(1650-1705) played a central role in creating the fairy tale as a French literary genre. The "La Chatte Blanche" is the most successful with a mixture of "Rapunzel" and a story from the Arabian Nights, the story of Prince Ahmed and the fairy Pari-Banou (the Grimm's type "three feathers"). The story is given and explained.

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An illustrated article about Anna Laetitia Barbauld and her Hymns in Prose for Children. Hymns was published first in 1781 and not reprinted until well in the 19th century.

Fraser, James H. "Black Publishing for Black Children: the Experience of the Sixties and the Seventies." School Library Journal 20 (November 1973):19-24.

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The folk tales, myths, fables, and legends appeal to the young. The article shows the development of each.

Geller, Evelyn. "Somewhat Free: Post-Civil War Writing for Children." Wilson Library Bulletin 51 (October 1976):172-176.

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Greene, David L. "The Concept of Oz." Children's Literature 3 (1974):173-176.

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Gardner, Martin. "John Dough and the Cherub." Children's Literature 2 (1973):110-118.

The background for John Dough. The story itself with different explanations of its sections and characters.

Griffith, John. "Making Wishes Innocent: Peter Pan." The Lion and the Unicorns 3 (Spring 1979):28-37.

A biography of Barrie. The story of Peter Pan is a story of fantasy, not the story made by Disney.

Haviland, Virginia. "Books for America's Children: 1776-1976." Children's Literature in Education 9 (Spring 1978):34-42.

A condensed version of her Moore Lecture. She comments of the rare children's books in the Library of Congress. This is a survey of the early books of children's literature in the United States.

. "When A Was An Apple Pye." American Education 12 (December 1976):18-20.

The 18th century American children wanted something livelier than the didactic books from England about the literature for young people around 1776.

Heisig, James W. "Pinocchio: Archetype of the Motherless Child." Children's Literature 3 (1974):23-25.

A short biography of Carlo Lorenzine known as Collodi. A critical examination of Pinocchio.

Helson, Rovenna. "The Psychological Origins of Fantasy for Children in Mid-Victorian England." Children's Literature 3 (1974):66-76.

The fantasy works published between 1850 and 1870 for children reflect experiences of inner conflict, growth, and renewal according to Jung. This contention is supported by analyzing the following works: The King of the Golden River by Ruskin, The Rose and the Ring by Thackeray, Granny's Wonderful Chair by Browne, The Water Babies by Kingsley, Alice in Wonderland by Carroll, The Magic Fishbone by Dickens, Mopsa the Fairy by Ingelow and At the Back of the North Wind by McDonald. Biographical and psychological glimpses at the authors and their works.

Hillman, J. S. "Analysis of Male and Female Roles in Two Periods of Children's Literature." Journal of Education Research 68 (October 1974):84-88.

A comparison of characters in children's books of sex role standards between the 1930's and mid 1960's to mid 1970's. More females, occupational diversity, and a greater variety of behavior and emotions.

Hodges, M. "Your Loving Child, M. Fleming." Horn Book 50 (April 1974):121-129.

Marjorie Fleming lived from 1803-1811 in Scotland. She is known for her letters, poems, a journal and her friendship with Sir Walter Scott, Mark Twain and other writers.

Hooper, Walter. "Nornia: The Author, The Critics, and the Tale." Children's Literature 3 (1974):12-22.

Some background on the writing of The Chronicles of Nornia. Criticism and interpretation of the religious systems.

Horn, Bernard. "The Tongue of Gods and Children: Blakean Innocence in Randall Javell's Poetry." Children's Literature 2 (1973):148-151.

Jarrell is influenced by Blake. Examples of Jarrell's poetry is given. Similarities are drawn between Jarrell and Blake.

Hunter, J. "Mark Twain and the Boy Book in 19th Century America." College English 24 (March 1963):430-438.

The boy book is about children for the enjoyment of adults. Children's tales are for the enjoyment of children. Twain and some contemporaries overlap. This is due to Romanticism.

Hurliman, Bettina. "Fortunate Moments in Children's Books." Top of the News 29 (June 1973):331-350.

Mrs. Hurliman talks about seven German and Swiss authors who have influenced children's literature. The best known are Grimm, Wyss, Spyri and de Brunhoff.

Jacobus, Lee A. "Milton's Comus as Children's Literature." Children's Literature 2 (1973):67-72.

The background of the writing of the masque. The story of Comus. Comus is a didactic piece on children's romance.

Jambeck, Thomas J. and Jambeck, Karen K. "Chaucer's Treatise on the Astrolabe: A Handbook for the Medieval Child." Children's Literature 3 (1974):117-122.

A rare Medieval work especially written for children. Chaucer has adopted the Compositio et Operatio Astrolabi of Messahala for his ten year old son, Lewis. Jambeck examines this adaptation.

Jones, Helen L. "The Part Play by Boston Publishers of 1860-1900 in the Field of Children's Books." Horn Book 45 (February 1969):20-28.

_____. _____, Horn Book 45 (April 1969):153-159.

_____. _____, Horn Book 45 (June 1969):329-336.

The sixth Hewins-Melcher lecture. There were many complaints of too many publishers and books published for children in the 1800's. Roberts Brothers and Estes and Lauriat published terribly written tales. The second part covers Houghton Mifflin and Lee and Shepard, later Lathrop. These publishers were good during this period. The last section centers on Little, Brown which inherited in 1894 the Roberts Brothers list of better materials.

Jorgens, Jack J. "Alice: Our Contemporary." Children's Literature 1 (1972):152-161.

An analysis of Alice and its simple complexities in stereotyping. Alice can be viewed from the child's or adult's viewpoint.

Kanenetsky, Christa. "Arthur Rackham and the Romantic Tradition: The Question of Polarity and Abiquity." Children's Literature 6 (1977):115-129.

Rackham has puzzled many with his style as a Victorian or a Romantic visionary. This article views him in the content of European Romanticism as the Romantic searches for mythopoeic vision of life.

Kay, Helen. "In Quest of Ms. Mouse." Children's Literature 3 (1974):165-168.

The story of a mouse in search of a husband has many forms. The fable traces the varying social attitudes towards a marriageable woman. Examples are given.

Kaye, Marilyn. "The First Golden Age of Children's Book Publishing: 1916-1931." Top of the News 35 (Spring 1979):295-305.

Different events from 1916-1931 created the market, set the goals and provided a basis for publishing children's books. The quality of children's books were improved, the Children's Book Week was established, the Newbery and Caldecott medals were begun, book clubs appeared and the publishing extended to twice a year.

Keenan, Hugh T. "Children's Literature in Old English." Children's Literature 1 (1972):16-20.

The Old English riddles, lyrics and tales are for adults. The alphabetic Rune Foem and AElfric's Colloquy are Old English didactic works used to teach the children. The influence of Christianity helped to produce the first children's literature in English.

Kennedy, R. D. "St. Nicholas-a Literary Heritage." Catholic Library World (December 1965):239-241.

From 1873 to 1939 St. Nicholas was published as one of the best juvenile periodicals. Many notes writers, adult and juvenile, wrote for the periodical. The magazine involved the children in different ways. A short history of this serial.

Kern, Alexander C. "A Note on Hawthorne's Juveniles." Philological Quarterly 39 (April 1960):242-246.

Hawthorne wrote juvenile books. A letter from Mary Peabody to Horace Mann is included. Peabody suggested that Hawthorne be employed as a writer for children.

Lexau, Joan. "The Story of the Three Bears and The Man Who Didn't Write It." Horn Book 40 (February 1964): 88-94.

Robert Southley wrote The Doctor which had the "Three Bears" story in it but there is doubt if he wrote it. An earlier manuscript by Mure disproves Southley's authorship. There are other versions also.

Linder, Leslie. "Beatrix Potter's Code Writing." Horn Book 39 (April 1963):141-155.

The translator of Potter's code-written journal describes how the code was broken. It describes her life. The Journal of Beatrix Potter was published in 1966.

Lurie, Alisson. "Back to Pooh Corner." Children's Literature 2 (1973):11-17.

Some biographical connection between A. A. Milne and Winnie-the-Pooh. Milne uses hidden messages in Winnie-the-Pooh to convey his ideas.

Lystad, Mary. "The Adolescent Image in American Books for Children." Children Today 6 (July 1977):16-19+.

Between 1776 and 1850 didacticism and religious behavior was emphasized. The setting for the boys books were away from home while the setting for girls books were in the home. The social behavior was emphasized. During the 1900's books were written more for enjoyment. Feeling of teenagers and social problems were written about. Settings were in or near the home.

. "At Home in America: The Family as Seen in American Books for Children." Children Today (March/April 1979):2-5.

Descriptions of home life in children's books. The nuclear family is still prominent in the 18th and 19th centuries. Socialization has moved from religious instruction to social values. The family in the 20th century has become a group of individuals not interacting as a family group.

. "From Dr. Mather to Dr. Seuss: Over 200 Years of American Children's Books." Children Today 5 (May 1976):10-15.

Before 1850 there was soul saving didacticism. Then there was an interest in the family. In 1920 the picture book came of age. Social problems were now dealt with.

MacDonald, J. Frederick. "The Foreigner in Juvenile Series Fiction, 1900-1945." Journal of Popular Culture 8 (Winter 1974):534-548.

Juvenile series fiction made the foreigner appear as a second-class citizen through negative attributes. Examples are given. America is the "Great White Father." This reflected the values of the period. Current literature does not have these attributes.

MacDonald, Ruth K. "The Fountains, the Vanity of Human Wishes, and the Choice of Life." Children's Literature 6 (1977):42-60.

The Fountains: A Fairy Tale by Samuel Johnson is given on page 42-53. The story is somewhat unique in having a female lead and by altering how a wish may be granted and retracted. This is a discussion of the tale.

McElderry, Margaret K. "The Best of Time, the Worst of Times: Children's Book Publishing, 1924-1974." Horn Book 50 (October 1974):85-94.

A short article on the trends and popular authors being published between 1924-1974. Expression took place in the late thirties and forties. The fifties reflected the Red Scare while the sixties dealt with why-Johnny-can't-read.

MacLeod, Anne Scott. "Education for Freedom: Children's Fiction in Jacksonian America." Harvard Educational Research 36 (August 1976):425-436.

Children's literature shows concern for a type of moral character that is threatened by social change. The literature is to teach moral education.

McMunn, Meredith F. and McMunn, William R. "Children's Literature in the Middle Ages." Children's Literature 1 (1972):21-29.

Children's literature in the Middle Ages was the literature of the entire culture. The child's world was that of a miniature adult. The illiterate people had an oral literature while the literate used written and oral literature.

Manthorne, Jane. "The Lachrymose Ladies." Horn Book 43 (June 1967):375-384.

_____. _____ Horn Book 43 (August 1967):501-513.

_____. _____ Horn Book 43 (October 1967):622-631.

The fourth Hewins-Melcher Lecture. The three writers, Susan Bogert Warner, Maria Farguharson Finley, and Maria Susanna Cummins wrote romance fiction in the last half of the 19th century.

Mary Charles Veronice, Sister. "Goody by Goldy?" Elementary English 45 (May 1965):574-576.

Oliver Goldsmith may have written Goody Two Shoes. John Newbery discussed.

Maxwell, M. "Higglety, Pigglety, Pop! or The Man Who Tried to Murder Mother Goose." Horn Book 45 (August 1969):392-394.

Samuel Goodrich, Sir Henry Cole and James A. Halliwell-Phillipps battled over literature for children. Goodrich wanted to present fact while the others presented fairy tales, rhymes, and other nonsense.

Melcher, Frederic G. and others. "Chapters from Horn Book History." Horn Book 38 (April 1962):192-193.

_____. _____ . Horn Book 38 (June 1962):298-299.

_____. _____ . Horn Book 38 (August 1962):401-403.

_____. _____ . Horn Book 38 (October 1962):509-511.

_____. _____ . Horn Book 38 (December 1962):624-625.

_____. _____ . Horn Book 39 (February 1963):92-93.

_____. _____ . Horn Book 39 (April 1963):207-210.

_____. _____ . Horn Book 39 (June 1963):327-330.

A series of nine articles on Bertha Mahony Miller and the Bookshop for Boys and Girls. The Bookshop was established in 1916.

Michanczyk, Michael. "The Puppet Immortals of Children's Literature." Children's Literature 2 (1973):159-165.

Puppetry is rooted in religion and folk literature in the Eastern and Western cultures. Puppetry in children's literature is (1) literature written about, or containing puppet(s); and (2) literature written, or in the oral tradition, performed by puppets. A brief discussion of puppet portrayal in Pinocchio and the religious overtones and philosophical implications of puppetry and children's literature.

Miner, Robert G., Jr. "Aesop as Litmus: The Acid Test of Children's Literature." Children's Literature 1 (1972):9-15.

A basic history of Aesop's Fables. Since the sixth century, B.C. several hundred editions and variations of Aesop were published before Sir Roger L'Estrange published the basic English children's edition in two volumes, 1692 and 1699. Newbery, Croxall and Richardson published versions after Aesop has become a basic children's book in different editions and languages for the world.

Miriam Margaret, Sister. "Children's Books That Have Changed the Past." Catholic Library World 34 (March 1963):345-352.

A general introduction to the history of children's literature. Before the Reformation most of the stories were Catholic Christian.

Molson, Francis J. "Francis J. Finn, S.J.: Pioneering Author of Juveniles for Catholic Americans." Journal of Popular Culture 11 (Summer 1977):28-41.

Prior to 1865 American Catholic juvenile literature came from overseas. Finn wrote didactic novels for Catholics and tried to reach certain goals in the literature.

Moynihan, Ruth B. "Ideologies in Children's Literature: Some Preliminary Notes." Children's Literature 2 (1973):166-172.

Children's literature indicates dominant values within a society. This essay points out a few examples and indicates areas for further investigation. The Wonderful Wizard of Oz (1926), Winnie the Pooh (1926), The Little House (1942), The Little Engine That Could (1930), and Horton Hears a Who (1956) reflects different themes at their first printing.

Muldevig, G. P. "Alice and Wonderland: Subversive Elements in the World of Victorian Children's Fiction." Journal of Popular Culture 11 (Fall 1977):320-329.

Alice is wilful, self-indulgent and aggressive and undercuts Victorian moral framework. Wonderland is removed from the regular stream of Victorian Children's literature.

Nesbitt, Elizabeth. "The Inheritance of Our Children." Horn Book 43 (June 1967):328-335.

The books written between 1840 and 1910 have become some of the greatest literature for children. Some of these are discussed. Little Women, Wind in the Willows, Alice, and others.

_____. "The Early Record." Horn Book 47 (June 1971):268-274.

The first golden age of children's literature, 1900-1920. Discussion of different writers of late 1800's and early 1900's.

Noblett, William. "John Newbery: Publisher Extraordinary." History Today 22 (April 1972):265-271.

Biography of Newbery. Advertiser, printer, publisher and salesman of books for young and old.

Nye, Russell B. "The Wizardess of Oz." Children's Literature 2 (1973):119-122.

A short biography of Ruth Plumy Thompson. She wrote 20 more stories of Oz after L. Frank Baum died. An analysis of how she expanded the Oz motif.

Ofek, Uriel. "Alphabet Tablet-The Hebrew Follower of the Hornbook." Horn Book 38 (February 1962):108.

At the end of the 16th century the first Hebrew "hornbook" and lesson-sheet appeared in Venice. It contained the alphabet and short papers.

_____. "Tom and Laura from Right to Left: American Children's Books Experienced by Young Hebrew Readers." Top of the News 34 (Spring 1978):269-286.

A May Hill Arbuthnot lecture. The influence of literature on young Hebrew readers. Franklin, Twain, Cooper, Stowe, Wallace, and others are read by Israeli children.

Pickering, Samuel F. "A Little Pretty Pocket-book." Dartmouth College Library Bulletin 18 (April 1978):38-54.

The story of A Little Pretty Pocket-book. Newbery was the original writer and publisher but Isaiah Thomas of Boston published it for America. John Locke wrote on education.

Pitts, Deirdre Dwen. "Discerning the Animal of a Thousand Faces." Children's Literature 3 (1974):169-172.

The animal motif symbolizes man's primitive and instinctual nature. A discussion of animals in folk literature and fictional children's literature.

Potter, G. L. "Millions in Wonderland (History of Alice's Adventures in Wonderland)." Horn Book 41 (December 1965):593-597.

The background to the printing of Alice's Adventures Under Ground. The first edition of Alice was withdrawn because of dissatisfaction of Carroll and Tenniel with the publishing. The original manuscript is in the British Museum.

Prager, Arthur. "Edward Stratemeyer and His Book Machine; or, How a Shopkeeper-turned Author Hit the Jackpot by Parlaying Adventure, Heroism, and Clean Living into Tom Swift, Nancy Drew, the Rover Boys, the Bobbsey Twins, Etc., Etc., Etc." Saturday Review July 10, 1971, pp. 15-17, 52-53.

A biography of Stratemeyer. The evolution of Stratemeyer as an individual writer to a superstar through the formula of series books. Examples are given.

Pullar, Elizabeth. "Children's Books: 1850-1900." Antiques Journal 34 (June 1979):22-25.

The book of the mid-seventeenth century moved away from didacticism. Different books from the period are examined.

Quayle, Eric. "Juvenile Incunabula." Wilson Library Bulletin 46 (December 1971):326-334.

Quayle contends that Kunst und Lehrbuchlein, Book of Art and Instruction for Young People, as the earliest printed book for young people. It was published in 1578. He also wrote about reading, John Bunyan, etiquette books and the illustrations in Kunst und Lehrbuchlein.

Rodner, Rebecca. "You're Being Paged Loudly in the Kitchen: Teenage Literature of the Forties and Fifties." Journal of Popular Culture 11 (Spring 1978):789-799.

The teen-age girls fiction of the forties and fifties was basically romance. The books helped to show what the future held for the girls.

Rayward, W. Boyd. "What Shall They Read? A Historical Perspective." Wilson Library Bulletin 51 (October 1976):146-153.

There is a dilemma in what children can read. From the Middle Ages to the seventeenth century children were short adults. This philosophy changed in the eighteenth century to the current prevailing one of children being children and the need for a special literature for them.

Reynolds, Richard. "'Queeney and Scottie': The Value of Paternal Letters." Children's Literature 3 (1974): 123-130.

Parental letters have almost ceased to exist because of the new ways of high-speed communication. The letters of Samuel Johnson to "Queeney" Thrale and Scott Fitzgerald to "Scottie" provide insight to each man. Examples of the letters are given within the context of their lives.

Roscoe, S. "A Bibliographers Progress." Top of the News 24 (April 1968):276-281.

Notes on Roscoe's historical collection. He has worked on the checklist for the Newbery books, 1742-1802.

Rosenthal, Lynne. "Misunderstood: A Victorian Children's Book for Adults." Children's Literature 3 (1974): 94-102.

Misunderstood, by Florence Montgomery (1869), was written to instruct parents to view a child's life and how to react to it. A synopsis of the story is given. Other didactic literature is examined.

Rowland, Clarissa M. "Bungalow and Bazaars: Indian in Victorian Children's Fiction." Children's Literature 2 (1973):192-196.

In the years between 1815-1910 India is used in English books and stories for children. Sherwood, Ewing, Hodgson-Burnett, Kipling, Henty, Frere and others wrote about India. To these people India touched their lives and they passed it on to us through books.

Sadler, Glenn Edward. "An Unpublished Children's Story by George MacDonald." Children's Literature 2 (1973): 18-34.

The introduction for The Little Girl Who Had No Tongue is on pages 18-21. The story follows on page 22. A short biography with an analysis of some of MacDonald's writings. MacDonald's reputation is currently in an eclipse but was very popular in the 19th century.

St. John, Judith. "Mrs. Trimmer, Gaurdian of Education." Horn Book 46 (February 1970):20-25.

Mrs. Trimmer reviewed children's books in a magazine from 1802 to 1810 when she died. She also wrote books. A short biography.

Sale, Roger. "Child Reading and Man Reading: Oz, Babar, and Pooh." Children's Literature 1 (1972):162-172.

Baum believes in bouyancy, practicality and simple dignity of his people and machines. De Brunhoff is more mature and witty while Milne is more childlike with a closed world. An examination and interpretation of how one man (the author) was influenced by the three writers.

Schiller, Justin G. "Artistic Awareness in Early Children's Books." Children's Literature 3 (1974):177-185.

A survey of several forms of design and traces their development to the late nineteenth century. The origins for children's books is roughly in the second half of the seventeenth century.

. "Historical Children's Literature." A. B. Bookman's World 60 (November 14, 1977):2787-2809.

A survey of the field of children's literature and publishing. He also wrote about the market for rare and first editions.

Shaffer, Ellen. "Hornbook-An Invitation to Learning." Horn Book 47 (February 1971):85-91.

The hornbook has been in use since, at least, 1400. The hornbook is used for learning to read. A history of the hornbook.

Shaw, Jean Duncan. "Children's Fiction and American History." Elementary English 45 (January 1968):89-94.

Books written for children reflect the thoughts and philosophy of America. A study of six themes recurring in children's literature in America from 1850 to 1964 was made.

Sicroff, Seth. "Prickles Under the Frock." Children's Literature 2 (1973):105-109.

Examples of Beatrix Potter's prose style and anthomorphism. Included are comments on nonsense words and illustrations.

Sideruis, Barbara. "Goody Two Shoes: Morality Through Amusement." Language Arts 53 (January 1976):37-40.

The background and moral lessons of Goody Two Shoes by Newbery. The change from didactic to more entertainment in children's books.

Sloman, Judith. "Jane Eyre's Childhood and Popular Children's Literature." Children's Literature 3 (1974):107-116.

Jane Eyre's significance as a child character becomes evident when she is compared to the characters in some children's books popular before Bronte's Jane Eyre. These earlier books provide a sanctimonious and overly optimistic view of childhood. Examples are given of the earlier works.

Smith, Barbara. "The Expression of Social Values in the Writings of E. Nesbit." Children's Literature 3 (1974):153-163.

Nesbit's ideology of socialism is reflected in her work. Her satire is subtle and beyond a child's viewpoint. Examples of her writings and their meaning are given.

Smith, Lydia A. H. "Three Spelling Books of American Schools, 1740-1800." Harvard Library Bulletin 16 (January 1968):72-93.

The Ditworth, Perry and Fenning spelling books were used in America between The New England Primer (1683) and Webster's speller (1783). These works are didactic. Examples and explanations are given.

Soderbergh, Peter A. "Bibliographical Essay: The Negro in Juvenile Series Books, 1899-1930." Journal of Negro History 58 (April 1973):179-186.

Twenty-one juvenile novels from 1899-1930 are examined for "negro" stereotyping. Series books nurtured stereotyping during this period.

_____. "The Dark Mirror: War Ethos in Juvenile Fiction, 1865-1919." University of Dayton Review 10 (Summer 1973):13-24.

War has been a part of juvenile literature since William T. Adams ("Oliver Optic") started writing in 1865. The military cycle ended in 1919.

_____. "The South in Juvenile Series Books, 1907-1917." The Mississippi Quarterly 27 (Spring 1974):131-140.

The dime novel, rags to riches novellas and the series books were prevalent reading material for teenagers. The South was used historically to describe a locale.

_____. "The Stratemeyer Strain: Educators and the Juvenile Series Book, 1900-1973." Journal of Popular Culture 7 (Spring 1974):864-872.

How educators fought the series book and lost. The growth of the Stratemeyer syndicate.

Stern, Madeline B. "Behind A Mask: The Unknown Thrillers of Louisa May Alcott." School Library Journal 21 (January 1975):13-17.

Biography of Louisa May Alcott. Besides her well-known Little Women Alcott wrote Gothic romance stories.

Stone, Albert E., Jr. "Mark Twain's Joan of Arc: the Child as Goddess." American Literature 31 (March 1959): 1-20.

The development of Twain's ideas toward the writing of Joan of Arc. The story and spirited philosophy of Joan of Arc.

Talbot, C. H. "Children in the Middle Ages." Children's Literature 6 (1977):17-33.

The people of the Middle Ages were aware of the difference between child and adult. Numerous examples of Medieval life is used to show childhood.

Taylor, Mary Agnes. "From Apple to Abstraction in Alphabet Books." Children's Literature in Education 9 (Winter 1978):173-181.

ABC books are in a (1) word picture format, (2) simple narrative, (3) collection of nonsense verse, or (4) subject-oriented content. Different ABC books are examined from Greenway to Anno.

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Viguers, Ruth H. "Margin for Surprise: Reflections on the Pursuit of Excellence in Books for Children." New York Public Library Bulletin 66 (October 1962): 519-534.

A critical scrutiny of reviewing from the post-Civil War period to the present. An Anne Carroll Moore Lecture at New York Public Library.

Whitaker, Muriel. "The Proper Bringing Up of Young Pup." Children's Literature 2 (1973):152-158.

The Dickens description of bringing up children is an accurate account of the times. Different examples of child rearing and what would happen to "bad" children through the writing's of the period.

White, Alison. "The Devil Has a Dublin Accent." Children's Literature 2 (1973):139-141.

The Dubliners by Joyce was written in his early twenties while he could remember his early life. He wrote The Cat and the Devil as a children's story. A synopsis of both books.

Whitney, Blair. "Shoes of Song and Wings of Rhyme: Vachel Lindsay's Poetry for Children." Children's Literature 2 (1973):142-147.

Lindsay failed at adult poetry but was very good at children's poetry. He wrote poems about historical or legendary figures; moon-and-fairy poems; poems about animals for children. There is a sense of vitality and of strength in his best poetry. Examples given.

Williams, Martin. "Some Remarks on Raggady Ann and Johnny Gruelle." Children's Literature 3 (1974):140-146.

Johnny Gruelle was a hack writer but wrote several good books. A short biography of Gruelle. Synopsis of several Raggady Ann books.

Wooden, Warren W. "Michael Drayton's Nymphidia: A Renaissance Children's Classic?" Children's Literature 6 (1977): 34-41.

Few nonacademic literature was published prior to the eighteenth century. Some adult literature was captured by the children for their own. The fairy tale still endured as a popular literature form. Drayton's Nymphidia is examined as a fairy tale.

Yolen, Jane. "America's Cinderella." Children's Literature in Education 8 (Spring 1971):21-29.

The evaluation of Cinderella from Perrault to the current version. Cinderella first appeared in Ninth Century China.

Zacharias, Lee. "Nancy Drew, Ballbuster." Journal of Popular Culture 9 (Spring 1976):1027-1038.

An explanation of the Nancy Drew Series. Nancy Drew solves the mysteries of life by using the American Dream. Gives the reader information about the female role in society through several characters.